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Warren Classon

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TWENTY-FIVE YEARS AS A STARTER?

The National Science Teachers Association will celebrate its twenty-fifth birthday early in 1969. Your reaction to this announcement of a Silver Symposium event may be somewhat passive. A twenty-fifth birthday, like any anniversary, really has little meaning unless it includes achievement. A look at something of NSTA's history and activities should determine the significance of the event.

In 1944, which was prior to the great post-Sputnik emphasis on learning in science, NSTA was originated with no more than 2,000 members and subscribers. The impetus for establishment was the merger of two organizations, The American Council of Science Teachers and the American Science Teachers. For four years NSTA had no official home but had its headquarters wherever its president lived. During this embryonic period there was no journal, no listing of publications, and only two small professional meetings were held each year (the latter in connection with established professional associations).

After only four years, NSTA had increased its membership to around 3,000 and its budget had increased from less than \$10,000 per year to nearly \$30,000. In 1948, NSTA established its headquarters in the NEA building in Washington, D.C. With the establishment in a permanent home, the first full-time staff member was employed.

Growth from that date has been phenomenal. NSTA now has a staff of thirty, 42,000 members and subscribers, and an annual budget of over one-million dollars. In addition, there are approximately seventy-five state, regional, and local science teachers organizations affiliated with NSTA. These organizations sponsor programs similar to those of the parent organization in Washington, D.C. NSTA also enrolls four organizations as sections. These sections, which serve the interests of its members in specialized areas, are: The Association for the Education of Teachers in Science, the Council for Elementary Science International, the National Association for Industry-Education Cooperation, and the National Science Supervisors Association.

Rapid and successful growth can sometimes diminish a concern for productive service to an organization's members. The broad and diverse scope of the activities carried on by NSTA would indicate that this does not need to happen. Just to list some major ones:

1. Two journals, *The Science Teacher* and *Science and Children*, are owned and published by the Association.
2. NSTA publications include a listing of over fifty titles produced to improve science education.
3. During 1967-1968 there were ten regional conferences, the Annual Convention, twenty-nine Saturday Science Seminars, and affiliate meetings with NEA and AAAS to promote the interchange of ideas.
4. Youth programs through FSA Clubs and other youth activities are an integral part of the Association's regular program.

5. Awards are made annually to recognize excellence in the cause of science education.
6. NSTA engages in evaluating curriculum studies and the advancement of improved science instruction.

The National Science Teachers Association, as a result of its twenty-five-year success story in growth and meaningful activities, has become very important in the forward movement of science education in a period of rapid change. The second twenty-five years will surely bring an increasing growth in membership, greater meaningful activity, and an even stronger voice for science education if we as individual science educators all become a part of the Association.

Congratulations and best wishes, NSTA. It is hoped that the first twenty-five years are only a start on a long journey of service in the cause of science education.

Warren Classon
State Chairman of Iowa
NSTA Silver Anniversary Observance

ELEMENTARY SCIENCE WORKSHOPS

The State Department of Public Instruction and the University of Northern Iowa are cooperatively sponsoring a series of elementary science workshops during the academic year 1968-1969. These workshops may be funded by Title I if the local educational agency includes a science activity in their FY 1969 Title I project. Local funds, of course, may be used as well.

The workshops will be concerned with:

1. Improvement of science background to more effectively teach emerging courses and concepts in elementary science.
2. Demonstration of current teaching procedures and techniques for developing the processes of science.
3. Each participant will work with activities specifically de-

signed for his particular grade level.

4. Discussion of the rationale supporting the current programs based on teaching the processes and ideas in elementary science.

Each workshop will consist of one meeting each week for four consecutive weeks, from 1:00 to 4:30 p.m. It is essential that each participant bring (1) the printed materials by Xerox entitled *Science - A Process Approach* for the grade level taught, and (2) equipment kits provided for his grade level to accompany the above material.

For additional information contact:

Dr. Paul W. Tweeten
Consultant, Science Education
Division of Curriculum
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319